

Unit 4 - An American Identity

Content Area: **History**
Course(s):
Time Period: **Marking Period 1**
Length: **1 Weeks**
Status: **Published**

Unit Overview - Objectives

Artists will be able to:

- Understand the challenges that arise when trying to define one American identity.
- Explain the hardships for some and opportunities for others that create difficulty in trying to create an American identity.
- Define aspects of early American life that make history very different for different groups, races, and cultures, within America.

Essential Questions

- Type Question 1
- Type Question 2

Unit Standards

State Mandated Topics Topics Addressed in this Unit:

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the history and contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students. This law was updated via N.J.S.A. 18A:35-4.43 to include: Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses on the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

SOC.6.1.12	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.12.2	Revolution and the New Nation (1754-1820s)
SOC.6.1.12.3	Expansion and Reform (1801-1861)
SOC.6.1.12.9	Contemporary United States (1970-Today)
SOC.6.1.12.A.3.h	Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.
SOC.6.1.12.A.3.i	Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
SOC.6.1.12.B.2	Geography, People, and the Environment
SOC.6.1.12.B.2.a	Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
SOC.6.1.12.D.3	History, Culture, and Perspectives
SOC.6.1.12.D.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.
SOC.6.1.12.D.14	History, Culture, and Perspectives
SOC.6.1.12.D.14.d	Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.
SOC.6.1.12.CS3	Expansion and Reform: Multiple political, social, and economic factors caused American territorial expansion. The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.

Instructional Resources

- CommonLit
- Google Docs for essays and research assignments.
- Google Slides for presentations.
- Other multimedia resources will be utilized throughout the unit as appropriate.
- Scanned excerpts from Tocqueville's Democracy in America.
- Teacher generated notes on Docs and Slides.
- The Internet, Library of Congress Primary Documents
- Use of Chromebooks for online research, readings, and assignments.

Assessments

Formative Assessments

- Class Debate and Discussions
- Class work activities
- Lesson Exit/Entrance Tickets
- Lesson Graphic Organizer
- Socratic Seminar
- Student Work Sample
- Teacher Collected Data
- Teacher observation

Unit/Summative Assessments

- Essays
- Final Cumulative Project
- Homework,
- Quizzes/Tests